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Students of Bryn Mawr College

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The College News

VOL. XLVI—NO. 12

ARDMORE and BRYN MAWR, PA., WEDNESDAY, FEBRUARY 15, 1961

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1885 Admission Requires Four Languages, Science

Considering Bryn Mawr well launched by a semester into the future of the first seventy-five years concluded and celebrated last year, Miss Mabel Lang, Acting Dean, chose to take a look into the College's past in her Convocation address, February 6. The future, she said, is merely a thing born of wishful thinking, the past, a thing of fact and her own field.

In her "scholarly rather than escapist look into the past", Miss Lang bared the "bare bones" of the 1885 curriculum. There were nine entrance exams in seven possible subjects: Math (trigonometry); Latin; Greek; German or French (knowledge of literature, oral ability); English (correction of bad prose specimens, compositions and essays based on prescribed reading of Chaucer, Coleridge, Milton and Ruskin); and Science or Greek. (It was either Greek, or Science, French and German). It was thought that students should have had advanced mathematics and the four languages, though it was possible to enter with two "conditions." They had to be passed in the first year.

Stiff Requirements

After their strenuous entrance qualifications were behind them, prospective degree holders had to fulfill four sets of requirements and "double" major. The requirements were: a) two years of English composition, the first year treating the origins of Anglo-Saxon, medieval German and French literature through Chaucer; the second year covering Chaucer through the then present; b) two years of science or one each of science and history; c) proven linguistic diversity ("No student will be graduated without some knowledge of French, Latin, German, and some Greek"); d) one year, five hours weekly of philosophy, including half a semester of the history of philosophy, one and a half semesters of logic and psychology, twice a week; and once a week throughout one year, biblical Christianity, hygiene and human physiology. Miss Lang commented that philosophy must then have been viewed as the "Mother of Learning."

Two Majors

The fields for majors were: any two languages; Math and Greek or Latin; Chemistry and Biology; Physics and Chemistry; and History and Political Science. One quarter of the first class were classics majors.

An early catalog stated that lectures were to be "succinct" and "distinct," notes taken by the student to be of lasting value for reference. Faculty minutes of the first year reported that students were to prepare one and a half hours per lecture. But in the second year, there were definite cases of "overwork" noted, due to either "student eagerness" or "faculty pressure." It was decided therefore to limit students to seven and a half hours total per week for classes and preparation. Included was a six-hour limitation on weekly lab work.

Miss Lang feels we have had the benefits of standards to live up to rather than foundering and experimenting traditionlessly. There has always been controlled exper-

imentation in the curriculum which means that any change is evolutionary rather than revolutionary. In order that the student might organize and unify the knowledge she has gained in a system of "flexibility and diversity," the conference system was formulated.

Franzblau Invokes Freudian Insights, Discusses Beliefs

"Psychiatry and Religion; Are They Compatible?" was the topic of the lecture that Dr. Abraham Franzblau, chief of the psychiatric division of Mt. Sinai Hospital and professor at the Jewish Theological Center, gave on February 7.

Dr. Franzblau stated that the psychoanalytic aspect of psychiatry has contributed insight into the validity and maturity of religious beliefs. He paraphrased Sigmund Freud's hypothesis on why religion evolves. First, nature is cruel and capricious, and man, in his battles for continued existence, attributes his successes and failures to the gods. He feels that he is controlling his destiny by flattering or scorning the gods. Moreover, the existence of gods makes the universe less lonely for man.

Second, man cannot accept his own non-existence, death. By inventing a god who is "the keeper of accounts" he invents his own immortality.

Third, man cannot live by himself; he must live in a society. In order to maintain the stability of the society and justify the sacrifice it demands, he must feel that it has divine sanction. Seeking the sanction of the gods is related to the child's seeking parental approval.

Dr. Franzblau believes that sex functions in the development of all religions. He gave three examples: primitive religion, aspects of Christianity, and Judaism. In primitive religions one finds corroboration of Freud's three hypotheses: control of the elements, after-life, communal elements.

The basic creed of the Christian religion is the belief in a son who is born, dies, and is reborn. This is a recurrent theme in other religions as well. In the Christian religion, however, it is the son who is reborn and is worshipped. This, the belief in a virgin birth, the chastity vows, the fecundity of the holy ghost, the hierarchy of values which places virginity first and marriage last all show a rejection of sexuality and of the father. It is the son who becomes dominant and who is accepted by the virgin mother who is maternal but not wifely.

To renounce sex is holy, according to Christianity. But according to Dr. Franzblau it is to isolate a person from the rest of the world and to arrest the development of normal sexuality.

In speaking of Judaism, Dr. Franzblau referred to the more liberal interpretation. He stated that Judaism is the internalization of God's authority, law, and moral standards—not of the flesh, as in Christian Holy Communion. The importance of prophecy in

Continued on Page 6, Col. 4

Interfaith Presents Scharper on Recent Fictional Prophecy

"The Prophetic Voice in Modern Fiction" heard and analysed by Philip J. Scharper, a distinguished Roman Catholic layman, will be present by Interfaith Sunday, February 19, at 8 p.m. in Goodhart. Among the prophets he will discuss are Camus and Faulkner.

Mr. Scharper, now an editor of Sheed and Ward, Inc., was formerly an associate editor of The Commonweal. He has written many articles and reviews on literary and religious subjects for it and other magazines.

He was educated at Georgetown University from which he received his Ph.D. and at Fordham University where he later served as Assistant Professor of English. Mr. Scharper has spoken to various groups like Interfaith at other colleges in the east and has appeared on radio and television programs devoted to religious and cultural subjects. He is also a member of the Conference on Humanities and the National Conference of Christians and Jews.

Budget

There will be an open meeting to discuss the budget for the coming college year with Miss McBride, on Monday at 5 p.m. in the Common Room. This meeting will preface the deliberations of the college's budget committee for the year 1961-62.

Legislature Accepts Election Revision Amendment to Undergrad Constitution

Following three sessions of review and revision, the platform suggested by the Election Revision Committee as an amendment to the Undergrad Constitution was passed last night by Legislature, 62-6. A two-thirds majority was needed to pass. Lucy Beebe, senior class president, chaired the Legislature meetings; Melinda Aikins acted as parliamentarian. The essential changes introduced by the amendment are: opening of suggestion for nomination of the candidates of the all-college elected officers of the ipso facto organizations (president, vice-president, secretary and first sophomore) to the whole campus; avoidance of the inconsistencies of the straw-ballot; and elimination of the duplication of names on the primary slate.

Under the leadership of Margaret Parlin, Undergrad vice-president, the Election Revision Committee spent the first semester of this year analyzing the present election system of Bryn Mawr and those of other colleges. The newly adopted system is a modified petition (all undergraduate students may offer suggestions for nomination, not just the junior class in straw-balloting); the election is to be organized and run by a special committee consisting of the UG vice president, the first senior to SG, and the four class presidents, as specified in the amendment. Constituency of the Election Revision Committee was based on sign-up sheets and attendance of its meetings.

According to its founders, the new system guarantees greater

campus representation in the choosing of ipso facto organization candidates and requires that a student suggested for two offices on the same level must indicate her willingness to run for a specific office before the primary balloting. The amendment contains a mandate prescribing the system to be reconsidered in the fall of 1962.

The February 6, 9 and 14 meetings of Legislature consisted of parliamentarily conducted debate and scrutiny of the individual sections of the amendment, ad seriatum, and the amendment as a whole.

Amendment to the Undergrad Constitution:

- I. There will be an election committee.
 - A. CONSTITUENCY:
Vice President of the Undergraduate Association
First Senior to the Self-Government Association
Four class presidents
 - B. FUNCTION:
To supervise the elections of the all-college elected officers of the ipso facto organizations.
- II. Procedure to be followed:
 - A. There will be an open meeting of the college for the two presidents of the Undergraduate Association and the Self Government Association to speak on the functions of their respective offices. These speeches will be reproduced in the next issue of the News.
 - B. The schedule will be announced for the reception

Continued on Page 6, Col. 1

Revolution and Romanticism Spark Freshman Play

After a trying "Hell Week," Freshmen, upperclassmen, and dates will gather in Goodhart on Saturday night, February 18, to see *A Rose is a Romanoff*, the class of 1964's production, directed by Nicole Schupf.

The plot centers around the efforts of Amelia Cordelia Clotilda, played by Carol Schrier, to bring romance back to a world which she thinks has become humdrum and lifeless. This Gramercy Park grande-dame hopes to accomplish her dream by overthrowing the Russian government and reinstating a czar on the Russian throne.

In the first act, Amelia discloses her romantic notions to her grand niece, Barbara, played by Wenda Wardell, but the young sophisticate will have nothing to do with Amelia's plans. As the curtain goes down, Amelia finds an ally in her old friend, the Baroness Catherine Toumanova, played by Judy Zinsner.

In the second act, Amelia and Catherine, having formulated their plans for a "coup d'état" which will mean a coup d'esprit and the restoration of a czar to the throne of Russia, look for supporters of their cause in Central Park.

A man on a soap box, Rasputin, played by Susan Fleming, first attracts their attention. When he finishes his fiery oration on the evils of moderation and the need for monarchy, Amelia and Catherine persuade him to join their ranks and go off to Russia. The little group grows as various habitués of Central Park are enticed by Amelia and Catherine to support the plan for revolution: Michael, a little boy, play by



Romanticist Schrier eyes indigenous phenomena; police officers Hilary Henneke, B. K. Moran eye Romanticist.

Janet Friedman; a poetic pigeon woman, played by Gabrielle Schupf; an overbearing salvation army captain, Ruth Williamson; her milquetoast husband, played by Joanna Woodrow; and two young lovers, Celia and Kenneth, played by Sally Masterson and Betty Ames.

The group's arrival in Russia sets the scene for the third act. When they encounter the Russian police (Hilary Henneke, Karen Goretaky, B. K. Moran, and Karen Ulvestad), events take an unexpected turn, and the play reaches

its climax.

Working behind the scenes are assistant director Pat Renard, stage manager Senta Driver, Business Manager Marjorie Heller, Prop Director Cathy Sweeney, Head of Set Construction Roian Fleck, and Music Director Ann Carbaugh.

After the show, Undergrad will present a dance, "Stars over Siberia," in the gymnasium. The Impromptones will supply music. Tickets for the show will cost \$1.20 per person, and those for the dance will cost \$3 a couple.

Lacking Something?

Two people, an English professor and a psychiatrist, are disturbed by what they see in women's colleges. One found student expression in the college newspaper "thoroughly shocking and disillusioning . . . a string of gimme-gimme letters" on themes of "Me" and my "assailed dignity." The other pictured a nation of emotionally disturbed and depressed college females offering a "declaration of dependence, of helplessness, and a muted cry for help as well." For these occurrences one blames the students, the other, the administrations. These antithetical views result from attempts to define such phenomena as "college education," goals of a academic institutions, goals of students, the ideal college environment and the ideal student.

Rosemund Tuve, in a letter to the editor of the Connecticut College newspaper, *ConnCensus*, wrote that the college community is "a society which has withdrawn itself from ordinary society to devote itself to scholarly purposes." But she finds Connecticut "a community of 'students' whose mental temperature rises to boiling point, and over, only when some social privilege is in question, some world-shaking matter like numbers of nights, or men in their bedrooms, or who arranges the sign-out rules." Students are indignant over the "conditions for learning," subject unjustly to observances they had no part in formulating. "What is one to think of a group of supposed adherents of the intellectual life to whom these concerns are the chief ones rousing passionate partisanship? . . . If these restraints and privations such as have always characterized lives lived for deeper purposes are so galling, why not go away? Why suffer in an alien environment?"

In an article in *The Atlantic Monthly* entitled "The Pressures on College Girls Today" Dr. Carl Binger attempted to understand the people chided by Rosemund Tuve. "Young girls, one must remember, are vulnerable, sensitive, idealistic, often inclined to think ill of themselves . . . What is common in the college girl is a loss of zest, a feeling of apathy or fatigue, a very much lowered self-esteem with sensitivity to other people's opinions and reactions, and, above all, inability to get work done." "The confusion of roles in which modern society has placed women," parental pressures, academic and social competition, environmental and ethical conflicts, reaction to "the formless chaos that surrounds" her and desire for security are pressures to which "even the most resilient and well-balanced" student will react. As manifestations of these pressures, Dr. Binger cites the following "maladaptive" defenses: "intellectual sit-down strikes," depression, feelings of helplessness, daydreams and inability to get work done ("To hand in written work on time means somehow to commit oneself, to expose oneself to comment and criticism before which failing spirits falter"). Binger's advice: "It seems to me that educators have at least the responsibility of looking facts in the face . . . It is all very well to say that this is part of life and they must learn to take things in their stride . . . A college which disregards (its students) essential nature is doing only part of its job. If it wants girls to get the best out of their courses of instruction, then provision must be made for some easement and for some time for discussion with intelligent and reasonably mature adults who are not quick to give advice but are willing to listen . . . If not, what passes for education may only be a kind of 'intellectual conditioning,' without depth or meaning, or hope for the future."

On the whole are we as piddling as Miss Tuve imagines or as helpless and disturbed as the kindly doctor thinks? Granted we do climb trees, have snowball fights, hurl orange juice at walls, complain about lighting, eat erratically and hold sit-down strikes, both civil and intellectual. But these activities can neither be excused on the basis of a natural, anticipated shock encountered in every college community nor be deplored as the diversions of mindless sub-adults. We do not need the academic baby-sitting, lessons-in-life, hourly pep-talk type of campus Dr. Binger idealizes. And hardly more desirable is Miss Tuve's community of passive, soulless automatons. The majority of Bryn Mawr students are interested and serious; if they have 'a muted cry for help' it is well-muted.

People, though in college for a variety of motives (to delay entrance into the world, for lack of anything better to do, to learn how to live with people, or, perhaps, even to learn) would all like to have the secret of happy, stimulating, successful existences revealed to them. If the revelation many expect to come through external stimulus does not come, they settle back, tug up their de-elasticized high socks, shuffle a deck of cards, knit and talk about the "great lack at Bryn Mawr," certain that there is no such thing as internal inspiration or initiative.

What is the something lacking at Bryn Mawr? Is it the often suggested seventy-five watt bulb, constant seventy-two degree temperature, males, supplied entertainment or better bridge partners? Might it not just be that students as smart as they and others think they are can not remain stimulated, inspired and mentally balanced on the issues (driving rules, reserve room inadequacies, etc.) they devote their extra-curricular attention to?

If people could be assured that their intellects will not diminish or disintegrate unless limited to three hours a day of careful note-taking, if they could convince themselves as they try to convince their mentors that they do "think" in spite of appearances, if they would try to solve their own neuroses instead of wallowing in them, if they found issues more worthy of their intelligence to be indignant about, then, perhaps, the "lack" would disappear and the cold shoulders of the world and professors thaw.

Dr. Binger and his phalanxes of emotionally disturbed females might consider again what the goals of colleges are. Boredom, overeating and dissatisfaction can not be solely institutional responsibilities. The goals of colleges do not change abruptly leaving students in a purpose-less lurch. Do students, when applying, know what they are "getting into?" And if not then, once in college and cognizant of college aims, do they attempt to adapt to them? Perhaps if they did, Miss Tuve would have no need to be so inflamed nor the kindly doctor so pitying.

Practice of Logic Goals Journalists To Urge Creativity

Well-meaning if somewhat misdirected skirmishes with Aristotle in recent weeks have left with us a great respect for logical thinking, and the following series of startling deductions has been sufficient to wrench us for a time from our moderate navel gazing:

- College students require an outlet for creative tendencies.
- The Review supplies such an outlet.
- Ergo, college students may use the Review to satisfy said need.
- The Review has not appeared this year.
- Ergo, college students so deprived require a substitute.

In attempting to solve the obvious problem with which we were faced, we fell back on action of the soul in accordance with virtue. Our final, deliberate and conscious choice was aided by a felicitous institution:

- The News is eager to satisfy the needs of college students.
- Ergo, college students may utilize the News as a substitute outlet.

Once more at peace in the certain knowledge of an act characterized neither by excess nor by deficiency, we place much confidence in the stimulating effect of our announcement. By our calculation, the next mail should contain either three poems and two short essays or one announcement of the imminence of the next issue of the Review.

Scholarly Africans Get Learning Aids

Selection of as many as 200 African students for four-year scholarships in American universities and colleges, beginning next fall, is assured by the response of American institutions and African educators to plans of the African Scholarship Program of American Universities.

David D. Henry of Harvard University, coordinator of the new program for the cooperating institutions, announces that already 80 colleges and universities in 28 states and the District of Columbia—representing every section of the United States—are prepared to accept students from Africa recommended by the college-run program. Included in this number are Bryn Mawr, Haverford, Swarthmore, and the University of Pennsylvania, as well as all of Bryn Mawr's sister colleges.

In Africa, six selection committees of educational leaders in major countries already have been set up to assist the American colleges and universities in assessing the preparation and promise of applicants.

The new program extends to other countries of East, West and Central Africa a selection and scholarship program initiated by 24 colleges and universities which this year brought 24 Nigerian students to American institutions.

The African-American Institute, administering agency for the program in Africa, has opened an office in Dar-es-Salaam, Tanganyika, for handling student applications. Field agents in each of the cooperating countries in East and Central Africa will work with this central office. An Institute office in Lagos will handle applications from Nigeria.

African educational leaders who will serve on the boards to select the scholarship students for study in America have expressed enthusiasm for the program. A university leader in Uganda wrote:

"Those of us in the field of education in East Africa have for some time been acutely aware of the vital place America stands to occupy in the provision of facilities for higher education for the future leaders of Africa. The generous

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Letters to the Editor

Eye-Strain, Illicit Bulbs Form Regrettable Part Of Bryn Mawr Life

To the Editor of the College News: Dear Editor,

One thing this college does not lack is atmosphere. It is filled with subtly shaded smokers, typing rooms filled with students in black tights huddled with misty eyes around an occasional lamp-studded desk, and oh, those cozy little corner chairs in each room with a soft hazy glow not quite covering the page . . .

Atmospheric? yes, but mostly just dark. What is this 60-watt limit-per-bulb that a student continually hears quoted to her when she asks, timid as *Oliver Twist* at that last farewell supper at the workhouse, for a 100-watter? Is the wiring of our grand old halls so poor that it cannot hold two hundred watts and maybe a victrola in each room? And if this is the case, why does even the well-wired Battenbuilt structure down the hill have a two-foot stack of 40-watt bulbs in its closet? A footnote should be added to our diplomas: Bachelor of the Art of Bulbsnatching.

And what about the main reading room of the library? Am I really the only person who has to dig out my glasses just to find my desk, much less read a book, if I'm not already forced to wear them all day? No wonder we have required eye examinations every other year!

Miss Howe will be touring through the halls in the next few weeks, to check on needed repairs, but you needn't bother to hide your extension cords and three-way bulbs—if you just pull down the shades, she couldn't see to find them anyway . . .

Squintingly yours,
Cornelia Wadsworth
Batten House

Pupil Contingents See Faust Drama

by Sally Schapiro

A production of *Faust I*, the first half of Goethe's famous drama, is at present being offered Americans by the Deutsches Schauspielhaus of Hamburg. Bryn Mawr and Haverford have arranged for delegations of German students to attend the Sunday matinees on February 12 and February 19.

The performance, which is given in the New York City Center, is staged by Gustaf Gruendgens, who also plays the part of Mephistopheles, the devil. The sets are rather stark and stylized, and full use is made of modern lighting facilities to produce the special and magical effects demanded by Goethe.

Because Goethe wrote without stage directions, staging presents

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Pupils Praise Seminars As Discussion Keys; Laud Princetonians

There has been considerable complaint on the Bryn Mawr campus about the lack of discussion among students and between students and professors. In the past, the answer of the Administration to these complaints has always been that discussion is up to the students, and that they themselves must generate questioning in classes. This approach has been entirely unsuccessful. Bryn Mawr classes are designed as lectures, and in spite of the peremptory ten-minute question periods occasionally appended, they have never induced enthusiastic discussion.

Therefore, we would like to suggest that the time has come for the Administration to act affirmatively to improve this essential facet of our education. Especially now with several advanced-level courses having more than twenty students in them, it would seem advisable for Bryn Mawr, reputedly a school featuring small classes, to consider initiating, in some departments, the kind of seminar system which exists, and has existed for over forty years, at such a school as Princeton.

There, large lecture classes are divided up once or twice a week into groups of four or five students and an instructor or professor. These divisional groups meet for an hour specifically to discuss the reading material of the course. The professor plans the seminar in an effort to stimulate the formulation and expression of student ideas.

We do not feel that this a form of "babying" the students, and certainly Princeton has not found it to be so. Rather, it stimulates the student to participate more fully and meaningfully in the subject matter of the course. Inevitably there are certain difficulties involved in establishing such a program. It requires additional work on the part of all concerned, and in particular on that of the faculty. Nevertheless, the advantages to be gained therefrom seem far greater than the effort required. It seems regrettable that Bryn Mawr has for so long neglected this no longer new development in college education.

Helen Davis, '63
Laura Schneider, '63

Books for Africa

In an effort to help supply the desperate need of African universities and libraries for books, Alliance for Political Affairs is sponsoring a drive, "Books for Africa." The drive beginning Monday, February 20, will last for three weeks. Cartons will be placed in the halls.

More information on specific destination of the books is in the offering. Paperbacks are welcome.

THE COLLEGE NEWS

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Editors of Berliner Illustrirte Present Americanized View of German Problem

by Janice Copen

Two hundred thousand American families recently received copies of the first post-war edition of a once-famous German magazine, Berliner Illustrirte. The statement by the editors explains in part that this "is our message of friendship, a renewed Berlin pledge in the cause of liberty . . . This is both the story of Berlin, and our way of expressing gratitude to all in the free world who have remained true to us."

As a tribute to the conquerors and present protectors of West Germany, this copy of Berliner Illustrirte is very impressive. As the story of Berlin, it is unrealistic. The cover portrait of President Kennedy and the title of the first article, "50 Stars Protect Berlin," are typical of the entire issue. Even the layout of this picture magazine emulates the "anything American" form and content seen throughout its pages. The editors seem to be offering the photographs of American fashion as proof of the Berliners' desire to be like Americans and of what they deem consequent necessity of American protection in Berlin. I believe the impression is accurate, but are the editors correct?

One Sided View

The overall theme of the issue is that, although the Communists have attempted to strangle Berlin and to steal her, West Berliners with American help have kept the monster away. The reference is always to America, never to the Allies, Britain or France.

There are no two sides to the story according to the editors of Berliner Illustrirte. The photos of East Germans, shabbily dressed and despondent looking, staring with envy from behind the barbed wire of the boundary or from a lonely refugee home in West Berlin present exactly the same image that American propaganda constantly offers.

Along with its deprecation of everything communistic, the magazine deplores any mention of the Nazis unless it is to note that "the Communist Youth have become the spiritual heirs of the 'Hitler Youth' or that 'we have had to watch our tongues twelve long years under the Nazis, and we have been watching them another 15 years in the 'Workers Paradise.'" There seems to be no consideration of the fact that West Berliners, too, could possibly have been Nazis, or that, instead of a dear friend and companion, Germany, was indeed a conquered enemy in the not too distant past. The magazine, published independently for 51 years before its

Nazi control, lived with a misspelled name, "illustrirte" instead of "illustrierte" as a result of a typographical error in the first issue. The Nazis, in gaining control, corrected the misprint. The new editors "prefer the old tradition to the new order of the Nazis." This issue has even been numbered to follow the last issue, before Hitler's coup d'etat—thus completely and purposely refusing to admit that the years 1933-1945 even existed.

Reunification Wanted

The solution offered in each one of the articles is practically the same — reunification of Germany. The point is made and reiterated several times along with the necessity of maintaining American troops in Berlin, of not yielding, of continuing negotiations, and in general of carrying out the present American policy on the question. It seems impossible that all Berliners really agree in toto with the Americans and on Berlin.

We Americans should appreciate the tribute offered in this recent issue of Berliner Illustrirte, but we should also recognize it for the propaganda that it is. Perhaps if these two hundred thousand copies were distributed in Russia, they would be more effective. Personally, I'd like to see the other side of the story represented also.

Citizenship Group Holds Workshops

The 16th annual Encampment for Citizenship, described as a program which "adequately prepares one 'for public responsibilities,'" will be held this summer at the Fieldston School in Riverdale, near New York City, at the University of California in Berkeley and in La Mina, Puerto Rico.

The Encampment for Citizenship is a non-profit, non-sectarian, non-political, educational organization inaugurated under the auspices of the American Ethical Union. Backed by civic, social, and labor groups the American Ethical Union holds six-week projects each year for students between 18 and 23.

Field Trips

Workcamp participants delve into such fields as: the history and meaning of democracy, natural resources and the economic system, human resources, and international affairs. Workshops, lectures and discussion groups are supplemented by field trips for research and first hand observation. Campers see conditions in different social and economic areas of the community in which they are situated, visit housing developments, talk with families and meet with school, church and civic leaders.

Part of the success of the Encampment's programs has been due to the outstanding educators who organize and support the programs. These include Dr. Dan W. Dodson, Director, Center for Human Relations, N.Y.U.; Dr. Bert Loewenberg, Sarah Lawrence College; Dr. Arthur L. Swift, Jr.,

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LOST

One young innocent
whale: responds to call
Peke-Nuce-Nuce
If found contact Ahab.

Romantic Revivals, Japanese Graduate Cites Anti-Kishi Feeling as Cause of Demonstrations

by Ellen Rothenberg

Nicole Schupf set aside the guitar she had been strumming and smiled engagingly. "You're here for an interview, aren't you?" she asked. I admitted the point and asked her to tell me about herself.

"Freshman Show is going to be marvelous!" she began. "We really have something to say in it, and I think we're saying it right. It's all about the revival of romanticism—in a satirical vein, of course!"

Some few minutes elapsed before I had a chance to explain that I was interested not only in Freshman Show but in Nicole herself as its director. Nicole took the disclosure well but couldn't resist remarking, "But Freshman Show is so much more interesting!"

Theater as Philosophy

I soon found out that the play is just one of Nicole's interests. Planning to major in philosophy, she sees the theater as one way of tackling the problems her subject poses.



Freshman Show Director,
Nicole Schupf.

"The wonderful thing about philosophy," she said, "is that all philosophers are trying to answer the same questions, yet each comes up with a new sort of answer. I want to compare their answers and try to apply them to my own life."

After her undergraduate work, Nicole wants to go into psychiatry.

"The psychiatrist and the philosopher are both trying to solve the same problems," she explained, "only they use two different approaches. I'd like to be familiar with both."

Loves to Dance

The director feels that her chief talent is dancing and considers dancing the ultimate in expression.

"Dancing presents ideas through pure form," she told me. "It doesn't have to use words. Words," she added, "are often the surest way to ruin meaning."

Writing in my journalistic soul, I asked what sort of dancing she wanted to do. Nicole spoke of modern dance as her favorite and then added that she was interested in another kind which combines dancing with psychotherapy. Certain psychiatrists have advanced the theory that each psychosis has its own movement and that doctors can communicate with patients who are too withdrawn to speak by copying their particular action. This assures the patient of the therapist's eagerness to help him and paves the way for further communication.

"I want to do this sort of work this summer," explained Nicole. "I think work can be done interpreted."

Continued on Page 5, Col. 5

The feeling of friendship developed by one foreign student while at Bryn Mawr has been manifested in a letter recently received by Mrs. Martha M. Diez, Foreign Student Adviser. The letter, dated August 1, 1960, was from Miss Ryoko Suetsugu of Tokyo, who received an M.A. from Bryn Mawr in 1958, and discussed the Japanese political scene of last summer. "The reason why the movements against the Japanese-U.S. Security Treaty suddenly began to rise toward the end of last May," said Miss Suetsugu, "seems to me to be primarily the maladministration of the Kishi-Government." Prime Minister Kishi, she explained, disregarded the rules for steering the Diet in his eagerness to complete

the ratification of the treaty. The government had been unpopular among the intellectuals for some time "because of its reactionary tendency. Their disregard of the rules of democratic parliamentarianism in addition, made the Japanese people of broad social strata blame the government, and made them strongly desire that the government would resign."

Eisenhower's Visit

Proceeding to an event of especial interest to Americans, Miss Suetsugu suggested that Mr. Kishi "tried to strengthen his own government and his own party by making use of President Eisenhower's visit to Japan, or at least made the Japanese people suspect that he did so. It was for this reason that the Socialists, who made bad use of this situation, the communistic labor unions, and the student body called Zengakuren were guilty of that extremely discourteous behaviour toward White House Press Secretary Mr. James C. Hagerty, and that as a result the government had to ask President Eisenhower to postpone his visit here. This is a most humiliating, sad event for us all. As to this matter, I, as one of the Japanese nation, express my deepest regret."

Miss Suetsugu stressed her belief that "All these things happened because of the anti-Kishi feeling among the Japanese people, and were not basically anti-American at all. It was most unfortunate that these two sentiments, anti-Kishi and anti-American, appeared to be the same, and made outsiders misunderstand the Japanese people as anti-American." "As to myself," she said, "I am always grateful to all my American friends for what they have done for me out of their sheer kindness, generosity, sincerity and love, and hope that our friendship will long be cherished."

Powerful Propaganda

"The vigorous propaganda by the Communist side who declare that to cooperate with the United States will draw us into another war, will continue to have a strong persuasive power to some extent," admitted Miss Suetsugu. But, in conclusion, she expressed the hope for the future: "I believe that the party whose primary diplomatic policy is to have a friendly relationship with the United States, will win the Majority at the next general election. I hope that the friendly relationship between the people of the United States and of Japan will not be hindered by the recent unhappy events but will be promoted the more by understanding each other with this as a momentum."

Lizards Embellish Traumatizing Tale By Edward Gorey

In a philanthropic effort to brace the failing spirits of college students everywhere, the publishing house of Ivan Obolensky Inc. has sent out copies of its latest book, The Hapless Child, for review by college publications.

The Hapless Child is a heart-warming tale about a little girl named Charlotte Sophia. Early in her merry career, Charlotte Sophia loses her father (to insurrectionists in Africa) and her mother, (who dies of grief for the father). The wicked family lawyer places her in a boarding school where the teachers punish her for things she hasn't done and the students destroy her beloved rag doll. Eventually she flees from the hallowed halls.

This is only the beginning of her troubles. Charlotte Sophia is sold to a drunken brute who puts her to work making artificial flowers. As she begins to lose her eyesight, the drunken brute begins to lose his sanity. When things get too bad, she staggers out into the street only to be run over and killed by her father who did not really die at all but has returned to search for his lost daughter.

The book, written, fittingly enough, by Edward Gorey, is amply equipped with illustrations. Few if any are without bats, toads, lizards and other enchantingly aesthetic symbols of the inherent beauties of life.

The editors highly recommend The Hapless Child to all necrophiles and misanthropes. They also recommend that the next time Ivan Obolensky Inc. decides to favor his prospective customers with free samples, the firm accompany its gifts with a liberal supply of tranquilizers.

Attention: NEWS Readers

Dear faithful subscribers to the News:

This is really a letter to non-subscribers except for the difficulty inherent in the fact that non-subscribers don't subscribe. Therefore we have hit upon the clever tactic of getting at them through you and your finer, more mercenary instincts.

Do your roommates and friends appropriate your freshly printed News, as yet unsoiled by human tears, not to return it until two days and three cigarette burns later? And is your priceless possession lowered in both market and collector's value through their panting eagerness to clip the most stirring articles? Then buy future peace with present prudence. Take the stitch now which will save nine later. Cast upon the waters the bread which will return a hundredfold. In short, hand over to them, if grudgingly, the following portion of your NEWS:

I wish to receive the College News during Semester II of 1960-61. In return for this service I shall gleefully part with \$1.75 at the soonest possible pay-day.

Return by Campus Mail to:
College News
Gardhart Hall

Proficient Student Identifies Artifacts

Glenda Boyd, '62, has been notified that she is the winner of Miss Frederica de Laguna's "What in the World?" contest. The competition, open to everyone, consisted of identifying such artifacts as a feather-box carved by the Maoris of New Zealand, a fish-club made by the Tlingit Indian tribe in the Northwest of the United States, and an arrow-shaft straightener found in the Southwest.

For correctly identifying more of the six items than anyone else, Glenda received the head of a terra cotta figurine from the valley of Mexico. Second prize was taken by Jim Berry, a senior in high school. Jim is the son of Mr. L. Joe Berry of the Biology department.

Glenda, an anthropology major, plans to go to graduate school, where she expects to specialize in American archeology.

News Shoots Anthro Major To Fame in Glamour Search

Clothes make the woman, especially at Bryn Mawr, and to remedy our fashionable college's poor showing during the last five years in Glamour magazine's "Ten Best Dressed College Girls in America" contest, the News presents Carey Dalton Park as its candidate. We feel that Mias Park is an outstanding example of the sanatorial variety on the campus as well as the originator of a unique and daring personal fashion philosophy.

Carey came to Bryn Mawr from the exclusive Miss Bellhop's School where she was well known for her versatile chignon gym bloomers. She is majoring in Caspian paleontology here and doing a special research paper on "Trilobite kinship systems." Unlike most "best-dressed girls" Carey is determined not to be one of Bryn Mawr's failures, and she seems to have a good chance of being one of the school's most notable successes in this endeavor.

Carey firmly believes that versatility should be the well-dressed college girl's watchword, and all her outfits, like the one in which she is pictured, exemplify this cardinal principle. For our camera today she wore one of her most serviceable ensembles, a charming and changeable trifle she picked up in her favorite little boutique. She calls it the "switcharound swatch," and it seems destined to evoke lots of campus comment.

Casually draped to the latest mid-ahin length, Carey finds it ideal for classes, meals, and rousing strolls to the lab. Of course, the swatch can be draped many



more ways, including formal and tight for visita to professors or the good old spring perennial: a bikini cover. Carey testifies to the efficacy of the swatch in keeping the grounds looking "decent."

Along with her swatch, which she wears here in her favorite shade of traumatic rose, Carey has snuggled into a neat, little kesh-kimbel with numerous tassels. It's a warm addition to the swatch in blowy weather, and also comes in a host of fetching colors. Carey has chosen one of a delicate dark shade of iron oxide to harmonize with the rose. We feel sure that this versatile costume could easily take her to the "gala Champagne Cotillion" given for the contest winners.

Although busy with classes (she also takes baby English which she finds "really rough") and numerous labs, Carey does not neglect the aesthetic side of life, and the accessories she chose to accent her basic outfit reveal her artistic talents and appreciation. In her left hand is a ceramic portrait she did of her great-grandfather (whom Carey strongly resembles?) which is also, versatily enough, a flower pot. Her glasses are a chic pair of dark horn rims in a Cogito Brown, and naturally the swatch is secured with Carey's favorite circle pin. She feels that the design is a good symbol of the beautiful logic of the academic climate, and wouldn't part with it for the world.

This is only a brief sketch of Carey Dalton Park and her fashion philosophy, but we hope it will whet Glamour's appetite for more information and candid shots of this versatile girl, and we wish her the best of luck in the contest. It's certainly not every college that is privileged to have as its representative such an outstanding fashion pace-setter.

Harper Associates Status Of Women With Guilt Feeling

Dr. Harper began his lecture, "Aspects of Social Structure in South India," by changing its title to "Fear and the Status of Women and Hypothesis." Based on a year's study of a particular Brahman cast in southern India, Dr. Harper hypothesizes that societies where the status of women is low have social systems which tend to keep them an object of fear.

To substantiate this hypothesis, Dr. Harper proceeded to describe the peculiarly asymmetrical balance of power between the males and females of the Havit Brahman, a relatively wealthy caste, and the occurrence of suspected poisonings by women primarily widows. Such poisoning does not occur in neighboring castes where women are not placed in an entirely subordinate position to men.

The poisoning itself is probably more a myth than a fact. It is said to come from a single drop of the blood of saliva of one species of lizard which can easily be concealed in food. Following its ingestion, a ball of food is said to slowly accumulate in the digestive system of the victim who, if untreated before the end of 3 months, will die within 6 months. The poison is neutralized if eaten with salt; however, it is considered an insult to one's host to ask for salt, since in doing so you are admitting that you suspect him of being a murderer. Certain symbolic objects can also be used to prevent fatality if the disease is diagnosed sufficiently early.

Although men frequently prepare food, it is always women, and generally widows, who are suspected by the community, though specific names are not usually mentioned. Dr. Harper hypothesizes a link between this accepted guilt of the widows and their extremely low social status.

The widows represent the lowest form of womanhood, although all women are held in low esteem. Since the treatment of wives is bad, daughters are treated with great love by their own families to make recompense for the treatment which they will later receive, and married daughters visiting their homes are treated with particular love, and affection never bestowed on a daughter-in-law.

Though women are held in a submissive position, there is great fear of them and special precautions have arisen to prevent ties between them. Thus, an ambiguity exists for, at different times, women are treated with varying degrees of love and hatred. This ambiguity, Dr. Harper feels, creates a feeling of guilt and a natural suspicion that a person so unjustly treated will consequently engage in covertly dangerous activity. Whether such activity does indeed exist is subject to doubt; however, as the guilt grows so does the suspicion of criminality and the women sink to an ever-lower social status in a self-perpetuating cycle.

In and Around Philadelphia

OF THE AND DANCE

The Philadelphia Lyric Opera will present Puccini's La Boheme with Luisa Maragliano and Mario Zanasi Tues., Feb. 21 at 8:15 at the Academy of Music.

Feb. 16, 17, and 18 the Philadelphia Civic Ballet will present an evening of classic dancing at the Society Hill Playhouse, 507 S. 8th Street.

THEATRE

Come Blow Your Horn, a comedy by Neil Simon, starring Hal March will be playing at the Walnut until Feb. 18.

Dore Schary's The Devil's Advocate will be at the Forrest from Feb. 20 until March 4.

Brendan Behan's, The Quare Fellow opens at the Society Hill Playhouse February 23.

Behan's The Hoatage will be at the Forrest for one week only, February 13 to 20.

FILMS

The Philadelphia Museum of Art is presenting a free series of foreign films. Sergei Eisenstein's Alexander Nevsky, an epic film on medieval Russia, is to be shown on February 18 and 19th. Bergman's The Seventh Seal will be presented February 25th and 26th. God Needs Men, a prize-winning film about a fisherman called to take the place of a priest is to be presented at the Franklin Institute, February 23, 24 and 25.

MUSEUMS AND ART GALLERIES

The Scofield Gallery will be displaying drawings and sketches by Alder Wicks through February 24.

In accord with the festival of Italy which is being conducted by the Board of Trade and the Consulate of Italy in Philadelphia commemorating Italy's commercial and cultural ties with Philadelphia, the Commercial Museum is presenting demonstrations, films, and displays dealing with many aspects of Italian culture. On February 15 and 22 cuisine demonstrations will take place at 11:00 a.m. On Feb. 18 and 19, films will be presented dealing with conditions in Calabria after World War II.

MUSIC

Dmitri Bashkirev, a Soviet pianist, will give his first Philadelphia recital at the Academy of Music Thursday, February 23.

The Canterbury Choir will present Bach's Cantata No. 196 and Pachelbel's Magnificat with original harpsichord and orchestra accompaniments at St. Mark's Church, Sunday, February 26.

The Philadelphia Symphony Orchestra will present Balakirev's Islamey, Kabalevsky's Symphony No. 2. Chaikovsky's Romeo and Juliet and Piano Concerto No. 1. Feb. 17 and 18 at the Academy of Music.

Campus Events

Feb. 17—Freshman Show Dress Rehearsal, Goodhart, 8:30

Feb. 18—Freshman Show, Goodhart, 8:30

Undergrad Dance, 10:30

Feb. 19—Chapel Speaker: Philip Scharper, Goodhart, 8:00

Feb. 21—Philosophy Club, Common Room, 8:30

Feb. 22—Curriculum Committee Meeting

Feb. 23—Spanish Club, Speaker: Mr. Ferrater-Mora

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Reporters Recount College Character For Mademoiselle

Six Bryn Mawrters are now serving on the national College Board of Mademoiselle magazine. Representing all classes, they include Frances Hargrave, Gail Lasdon, and Audrey Wollenberg, '61; Bonnie Kevles, '62; Joan Chapin, '63; and Rosabeth Moss, '64.

In an assignment in writing, editing, fashion, advertising, or art, the girls report on life and trends at Bryn Mawr. They are competing with 836 other Board Members at 329 other schools for twenty Guest Editorships on Mademoiselle this June. Guest Editors spend a salaried month in New York writing, editing, and illustrating the annual August college issue. Lynn Macdonald, '60, was last year's Guest College and Careers Editor.

The girls tried out for the board last fall and are now working on the assignments due March 1. In addition to the Guest Editorships, the girls can receive prizes for their work or publication of their articles. They will remain Board Members as long as they are in college, with the opportunity to compete for Editorships and prizes each year.

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goodhart
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Esquire Urges Us To Join 'In' Group

February 3, 1961

Dear Editor:

A short time ago, **ESQUIRE** offered to make available, without charge, a monthly fashion column for use in your campus newspaper.

The response to our initial offer has been tremendous. Many of the finest accredited schools in the country have already accepted **ESQUIRE'S** fashion column service; among them: Northwestern University, Johns Hopkins University, University of Illinois, University of Nebraska, University of Richmond, and University of South Carolina . . . to mention only a few.

Because of this overwhelming response and because we must complete our mechanical and distribution arrangements very soon we can only keep our offer open for a short time longer. If you wish to use **ESQUIRE'S** Club & Campus Fashion Column in your newspaper we must hear from you by return mail.

So that you can review our original prospectus in the light of its overwhelming acceptance by many of the nation's leading schools, we are enclosing a duplicate copy for your immediate action.

Please notice that, aside from the necessary credit to **ESQUIRE**, and our copyright notice, there is no plug or promotion of **ESQUIRE** in the column. Our object in furnishing this service is not to promote **ESQUIRE**, but to promote good fashion and good grooming.

Cordially,
O. E. Schoeffler
Fashion Director
Esquire,

the magazine for men
P.S. If you've already sent in your reservation forms, please disregard this letter.

Summer Encampment

Continued from Page 3, Col. 2

Dean, New School for Social Research; and Dr. Goodwin Watson of Teachers College, Columbia University. Honorary chairman of the organization is Mrs. Franklin D. Roosevelt.

Because of scholarships and foundation grants, students from varied backgrounds are able to participate in the Foundation program. Students have come from Thailand, Hong Kong, Liberia, Japan, Holland, France, Belgium, Guatemala, Spain, and Italy. American Indians: Utes from Utah, Sioux from South Dakota, Oheyennes from Montana, and Zunis from New Mexico have also attended the Workshops.

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NSA Summer Program Offers International Relations Seminar

The International Student Relations Seminar is to be held this summer for an eleven-week period from June 18 to September 1 at the University of Pennsylvania and the University of Wisconsin.

Students are chosen for their leadership ability, and the program is designed to provide these student leaders with the necessary background and skills to deal with contemporary problems of international relations as they exist among national and international student organizations in all parts of the world.

International student affairs are approached in a number of ways. Political, social and economic problems or trends and psychological orientations peculiar to particular nations or regions are considered as they mold and nurture student attitudes. The postwar development of formal organizations of international student cooperation is studied as are the current problems and policies of the national student organizations in all parts of the world. These policies are considered in relation to the American national student union, USNSA, and other national organizations.

Graduates of the Seminar have often used their experience for as-

suming elective positions within the USNSA, within the World University Service, the World Assembly of Youth, or the Coordinating Secretariat of the International Student Conference; participating in international good will delegations and research investigations under the International Student Conference; and developing programs of international education on their own campuses. While no specific commitment is required, it is expected that participants will use their Seminar background through leadership in a student movement at some time during or after their college career.

Every seminar student receives a full scholarship. Any student attending a college or university which is a member of the U. S. National Student Association is eligible to apply for the Seminar. Additional information and scholarship forms can be procured through the College News.

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African Students

Continued from Page 2, Col. 3

act of your universities while emphasizing the international nature of Africa's educational problem comes at a critical stage in our development."

From Nyasaland, an educator wrote:

"I would like to thank the American people for sympathizing with us in our greatest need, that of education. As you know, we are looking forward to the future in the hope that we shall build a nation. Our resources have made it difficult for us to produce enough manpower for the task ahead, hence we embrace such schemes and hope that through them we can look forward with confidence."

Nichols Schupf

Continued from Page 5, Col. 3

ing each patient's movements as a clue to what is troubling him."

Returning to Freshman Show, the dancer remarked on the wonderful enthusiasm demonstrated by the cast and stage crew. Their willingness to work, she declares, makes the director's job a continuous pleasure.

"Some of my work is just a matter of accidental decisions," she remembered. "The day we had to decide what our show color was going to be, I was wearing a lavender dress. Our show color is lavender." Nicole paused, then added, "It's going to be a terrific show. Only I wish I weren't so nervous about it."

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Election Revision

Continued from Page 1, Col. 5

- of suggestions by the committee.
1. Suggestions will consist of a written statement. This form must include the name of the nominee and the office.
 2. All members of the student body will use this procedure. The above procedure will be used by all students who wish to make a nomination for the primary ballot.
 3. All suggestions will be placed in boxes provided for each hall.
- C. The committee will collect suggestions at specified and announced times.
1. The committee will tabulate an alphabetical list of all suggested names by office.
 2. The committee will inform all individuals suggested that they have been proposed.
 - a. The individual will accept or decline, and if suggested for two offices on the same level, must state the office she is willing to run for.
- D. The list of suggested names of those individuals who have indicated willingness to run will compose the primary slate. The primary slate will be announced and posted by dinner of the following day.
1. There will be an informal meeting to enable the campus to meet all candidates for the primary slates.
- E. The primary ballot is required of each member of the ipso facto organizations.
1. There will be a mimeographed sheet with the slate in alphabetical order.
 2. Ballot is cast by checking one to four names.
 3. Write-ins and abstentions are allowed.
- F. The committee will tabulate the results of the primary vote and announce the final slate.
1. The final slate will consist of those four names which received the highest number of votes.
 2. The slate will be announced and posted.
 - a. The two organization presidents and the first vice president of the Undergraduate Association will be in charge of arranging dinners in the halls and publicity.
- G. Final election will be held in the halls the first Monday after the dinners.
1. All members cast vote. A preferential ballot will be used. All names on the slate must be included. Write-ins and abstentions allowed.
- H. Counting of the final vote will follow the system of the "Single Transferable Vote."
1. A central count of all ballots is required. At this central count, if no

first choice candidate has a majority of all the ballots cast the lowest candidate is excluded as defeated and his ballots only are examined again and passed on to the other undefeated candidates according to the next choices that may be indicated on them. If there is still no candidate who has a majority, the candidate who is now lowest is excluded as defeated and his ballots only are examined and passed on in the same way. Thus the candidates are excluded one after another until some candidate receives a majority (as between the two) and be elected. Majority=50%+1.

2. In case of a tie, a revote will be taken the following day between the two final candidates.
- I. The committee will inform the candidates of the election results, and will announce the results in the halls by dinner.
 - J. At the discretion of the committee, the boards of the Self-Government Association and the Undergraduate Association may be asked to help count votes on the final balloting if necessary.
 - K. The Legislature of the academic year, 1960-1961, sends a mandate to the

Physicist Michels Gets AAPT Prize For Editorial Work

Dr. Walter C. Michels, professor of Physics, received a Distinguished Service Citation for his contributions to physics education, February 4, at a joint meeting of the American Physical Society and American Association of Physics Teachers.

Honored for his work as a teacher, administrator, writer, editor, advisor and philosopher by the association he was once president of, Mr. Michels was celebrated by the AAPT for his work as editor of the Association's American Journal of Physics, work which makes the journal, in the opinion of the physicists, "one of the best in the whole world of physics."

Awards were also granted to Dr. Thomas Brown, Harvey Mudd College, California and Professor Emeritus at George Washington U.; Dr. Eric Rodgers, U. of Alabama; and Dr. Yale K. Roots, U. S. Naval Propellant Plant, Indian Head, Md.

vice-president of the Undergrad Association of the year, 1962-1963, to reconsider the election system during the autumn of 1962 by forming a committee and sending any recommendations to Legislature.

Franzblau on Religion

Continued from Page 1, Col. 2

Judaism, he said, is that it expresses the dreams of the people, and it is a symbol of the evolution of life; Judaism is not static.

The Jewish God is masculine, a father image who is consistent in his rule by law. The woman in Jewish society is allowed complete sexual gratification. In the Talmud, sex for both male and female is not associated with either shame or guilt. However, Dr. Franzblau said, in the Oedipus complex, the

son's desire for complete possession of the mother and his hostility toward the father become fidelity toward his wife and aggressiveness in society.

Psychiatry would like to see religion concerned with worth and not sin, with sexual fulfillment and not arrest, Dr. Franzblau stated. He added that not all religions do allow individual maturity. Perhaps psychiatry can spur religion to examine itself and ultimately result in greater emotional maturity.

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(There are some jobs, too, for freshmen and sophomores, as lab assistants and vacation relief operators. They should apply direct to the Du Pont laboratory or plant of their choice.)



BETTER THINGS FOR BETTER LIVING... THROUGH CHEMISTRY

WORK WITH DU PONT THIS SUMMER



Faust Drama

Continued from Page 2, Col. 5

both a challenge and great opportunity. The Grueagans production is marked by simplicity and clarity which emphasize the central dramas of Faust, the morose man possessed of an insatiable striving, and of Gretchen, purity and love personified. Skillful transitions among the twenty short scenes and many subtle touches in the staging help to bring out the symbolism of much of Goethe's verse and make the performance an impressive one.